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ABSTRACT

A teacher training packet (teacher's edition) on methods and techniques for communicative competence in bilingual education is presented. In addition to state-of-the-art reviews, the packet contains: a course syllabus, a pretest and answer key, a glossary, learning objectives, learning activities, a notional-functional taxonomy, diagrams of the notional-functional practice, a guide to discussion on scenario development, a dialogue in Spanish of students working on a math lesson, and a posttest. Narrative sections are presented on the following topics: (1) past and present trends toward communicative competence, (2) a framework for communicative competence, (3) the functional approach to communicative competence, (4) basic components of the strategic interaction (S-I) method, (5) applications of the S-I method, and (6) scenario development. A chapter by Mary Ann Larsen-Pusey entitled, "Communicative Competence: Application through a Functional Approach," describes a teaching model that progresses from oral dialogue to written discourse. Another chapter, by Robert J. DiPietro, entitled, "The Strategic-Interaction Method: Learning through Language Use in the Classroom," describes a second model that gives equal significance to both form and function. Finally, a chapter by Olga Rubio entitled, "The Strategic-Interaction Method in the Classroom," considers open-ended scenario development. (SW)

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Series B: Language Proficiency Acquisition, Assessment, and Communicative Behavior

Packet II: Methods and Techniques for Communicative Competence in Bilingual Education

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Contents

	Teacher	Student
Bilingual Education Teacher Training Materials	ix	ix
Introduction	xiii	xiii
Topical Outline	1	1
Rationale	1	1
Design for Packet II	2	
Packet II and Additional Readings	2	
Levels of Difficulty	2	
Relationship to Packets I and III	2	
Prerequisites	2	
Methodological Procedures	3	
Materials, Equipment, Setting	4	
Syllabus	5	3
Pretest	7	5
Guidelines for Pretest as Discussion Questions	9	
Glossary	11	7
Objectives	13	9
Part 1--Communicative Competence	15	11
Previous Trends	15	11
Current Approaches	15	11
An Integrative Approach	16	12
A Framework for Bilingual Education	17	13
Part 2--Communicative Competence: Application Through a Functional Approach	23	19
Introduction	23	19
Theoretical Guidelines and Premises	23	19

Goals and Objectives	27	23
Recommended Readings for Part 2	28	24
Notional-Functional Taxonomy	29	25
Notional-Functional Model	31	27
Activities for Part 2	33	29
Activity I	35	31
Answers--Activity I	36	32
Activity II	37	33
Answers--Activity II	38	34
Activity III	39	35
Activity IV	40	36
Part 3--The Strategic-Interaction Method: Learning Through Language Use in the Classroom	41	37
Introduction	41	37
The Basic Components of the Strategic-Interaction (S-I) Method	43	39
Applications of the S-I Method	43	39
The Three Dimensions of Conversational Discourse	43	39
Classroom Procedures	44	40
Teacher Preparation	47	43
Testing and Evaluation	47	43
The Dialogue with Options	48	44
Part 4--The Strategic-Interaction Method in the Classroom	49	45
Preparation for Open-Ended Scenario Development	50	46
Guidelines for Construction of Open-Ended Scenarios	50	46
Follow-up	51	47
Recommended Readings for Parts 3 and 4	52	48
Activities for Parts 3 and 4	53	49

Activity I/Workshop I	55	51
Objectives	55	51
Syllabus/Agenda	55	51
Pre/Posttest	56	52
Answers to Pre/Posttest	57	53
Tools	58	54
Transparencies A, B, C, D, E, F, G, H, I, J	59	55
Guide to Discussion on the Scenario Development	69	65
Activity II/Workshop II	73	69
Objectives	73	69
Syllabus/Agenda	73	69
Pre/Posttest	74	70
Answers to Pre/Posttest	75	71
Tools	76	72
Transparency K	77	73
Activity III/Workshop III	79	75
Objectives	79	75
Syllabus/Agenda	79	75
Pre/Posttest	80	76
Answers to Pre/Posttest	81	77
Tools	82	78
Tasks for Activity III	83	79
Transparencies L, M, N	83	79
Script	86	82
Activity IV/Workshop IV	91	87
Objectives	91	87
Syllabus/Agenda	91	87

Pre/Posttest 92 88
Answers to Pre/Posttest 93 89
Tools 94 90
Posters from "Nurturing Communicative Competence" . . 95 91
Domains 96 92
Posttest 97 93
References 99 95

BILINGUAL EDUCATION

TEACHER TRAINING MATERIALS

The bilingual education teacher training materials developed by the Center for the Development of Bilingual Curriculum - Dallas address five broad areas of need in the field of bilingual education:

Series A:	Bilingual Program Planning, Implementation, and Evaluation
Series B:	Language Proficiency Acquisition, Assessment, and Communicative Behavior
Series C:	Teaching Mathematics, Science, and Social Studies
Series D:	Teaching Listening, Speaking, Reading, and Writing
Series E:	Actualizing Parental Involvement

These materials are intended for use in institutions of higher education, education service centers, and local school district in-service programs. They were developed by experts in the appropriate fields of bilingual education and teacher training.

Series A addresses the critical issue of the effective planning and implementation of programs of bilingual education as well as efficient program evaluation. Sample evaluation instruments and indications for their use are included. Series B contains state-of-the-art information on theories and research concerning bilingual education, second language acquisition, and communicative competence as well as teaching models and assessment techniques reflecting these theories and research. In Series C, the content, methods, and materials for teaching effectively in the subject matter areas of mathematics, science, and social studies are presented. Technical vocabulary is included as well as information on those

aspects rarely dealt with in the monolingual content area course. Series D presents the content area of language arts, specifically the vital knowledge and skills for teaching listening, speaking, reading, and writing in the bilingual classroom. The content of Series E, Actualizing Parental Involvement, is directed toward involving parents with the school system and developing essential skills and knowledge for the decision-making process.

Each packet of the series contains a Teacher Edition and a Student Edition. In general, the Teacher Edition includes objectives for the learning activity, prerequisites, suggested procedures, vocabulary or a glossary of bilingual terminology, a bibliography, and assessment instruments as well as all of the materials in the Student Edition. The materials for the student may be composed of assignments of readings, case studies, written reports, field work, or other pertinent content. Teaching strategies may include classroom observation, peer teaching, seminars, conferences, or micro-teaching sessions.

The language used in each of the series is closely synchronized with specific objectives and client populations. The following chart illustrates the areas of competencies, languages, and intended clientele.

COMPETENCIES, LANGUAGE OF INSTRUCTION AND INTENDED CLIENTELE

AREAS OF COMPETENCIES	LANGUAGE	CLIENTELE
SERIES A. Bilingual Program Planning, Implementation, and Evaluation	English	Primarily supervisors
SERIES B. Language Proficiency Acquistion, Assessment, and Communicative Behavior	Spanish/ English	Primarily teachers and supervisors
SERIES C. Teaching Mathematics, Science, and Social Studies	Spanish/ English	Primarily teachers and paraprofessionals
SERIES D. Teaching Listening, Speaking, Reading, and Writing	Spanish/ English	Primarily teachers and Paraprofessionals
SERIES E. Actualizing Parental Involvement	Spanish	Primarily teachers, parents, and community liaisons

In addition to the materials described, the Center has developed a Management System to be used in conjunction with the packets in the Series. Also available are four Practicums which include a take-home packet for the teacher trainee.

The design of the materials provides for differing levels of linguistic proficiency in Spanish and for diversified levels of knowledge and academic preparation through the selection of assignments and strategies. A variety of methods of testing the information and skills taught in real or simulated situations is provided along with strategies that will allow the instructor to meet individual needs and learning styles. In general, the materials are adaptable as source materials for a topic or as supplements to other materials, texts, or syllabi. They provide a model that learners can emulate in their own classroom. It is hoped that teacher trainers will find the materials motivational and helpful in preparing better teachers for the bilingual classroom.

Introduction

In the past, most teacher training programs and materials have been based entirely on "expert's" knowledge, personal experiences of educators, and the inductive and deductive reasoning of program designers and planners (California State Department of Education). Such information is important but not sufficient enough to risk making important educational decisions. Therefore, these teacher training packets have been developed to bolster the validity of knowledge about bilingual education. Empirical knowledge is certain to improve the ability of educators to predict student outcomes of different types of students, given different types of treatments under different types of conditions.

The principles and application of the theories and research on communicative competence (Hymes, Canale, Swain, Cummins, Krashen, DiPietro) in Packet I are synthesized and empirically and experientially operationalized through the teaching models (DiPietro, Pusey, Calderón, Rubio) in Packet II. Packet III integrates theory and application through discussion of assessment procedures and problems in terms of language proficiency and academic achievement. The authors--Cummins, Calderón, DiPietro, Pusey, and Rubio--have been working collaboratively in search of a research-based theoretical framework for bilingual education. These packets represent a collection of some of the most current information on first and second language acquisition. The authors hope that these efforts will trigger application and improvement of these works for further refinement of bilingual programs.

Topical Outline

- Past and Present Trends Toward Communicative Competence
- A Framework for Communicative Competence
- The Functional Approach to Communicative Competence
- Functional Taxonomy
- Activities with Functions and Notions
- Verbal Strategies, Roles, and Protocols for L2 Learners
- An Integrative Approach to Form, Function, Interaction, and Transaction

Rationale

Approaches to second language instruction today may be classified as communicative or grammar-based. Grammar-based approaches such as the grammar translation, audio-lingual, or cognitive code all base their instruction techniques, goals, and evaluation processes on the use of grammar. Although these appear to be the most prevalent approaches in the English-as-a-Second-Language classrooms, it has been confirmed by both theory and practical experiences that repetitive drill and focus on grammar are ineffective teaching devices (Krashen, 1981a). Communicative-based approaches, on the other hand, are based on the functional language needs of the students--that is, on those functions that will enable students to be successful academically as well as in the environments.

This packet will review the research and theories of communicative approaches and will demonstrate two models that have been proven successful at the K-12 level. These models operate on the premises that in order to acquire language, the student needs a rich acquisition environment in which he is receiving "comprehensible input" and is "low in anxiety" (Krashen, 1979, 1981a).

Design for Packet II

PACKET II AND ADDITIONAL READINGS

This packet contains state-of-the-art information on theories and research concerning bilingual education, second language acquisition, and communicative competence as well as methods and techniques for communicative competence in bilingual education. The packet is designed to stand on its own, without having to resort to outside readings for presentations, workshops, or seminars. References include outside readings and resources that can easily be converted into extra assignments.

LEVELS OF DIFFICULTY

This packet is written for undergraduate, graduate, and teacher in-service programs. Additionally, the authors recommend that these workshops or presentations of the theories be done for school administrators, board members, and parents.

RELATIONSHIP TO PACKETS I AND III

Packets I, II, and III are cyclical in nature and reinforce and add to one another. For example, the theories presented in Packet I are converted into classroom practices and methodology in Packet II. These same theories, methods, and techniques in turn generate specific assessment techniques that are explained in Packet III. The theory presented in Packet I is elaborated in relation to the topic in the other two packets.

Prerequisites

There are no prerequisites for this packet. The authors recommend, however, that it be used as part two of the total series on Communicative

Competence. By beginning with Packet I, Theory and Research and continuing with Packet II, Methods and Techniques, and Packet III, Assessing Communicative Competence, the trainee will have a better basis for discussion and application of these theories.

Methodological Procedures

This packet is divided into four parts:

Part 1: Theoretical Framework

Part 2: Sample Method and Techniques No. 1

Parts 3 and 4: Sample Method and Techniques No. 2

Part 1 serves as a basis for both methods (models). Each method contains its activities and recommended additional readings. Part 3, Strategic Interaction Method, is presented through a "workshop approach" in Part 4, and therefore includes all the tools necessary to conduct four workshops (i.e., agendas, objectives, activities, pre/posttests, transparencies, and guided discussion items). Nevertheless, if a lecture/discussion approach is preferred, a sample syllabus is also included in this packet.

The number of sessions or presentations needs to be determined by (1) level, (2) interest, (3) format (i.e., course of workshop), and (4) background of trainees. For undergraduate and graduate courses the material could be covered in a minimum of nine hours. Workshops can be divided into topics based on Parts 1, 2, 3, and 4. It would depend on the audience as to the amount of information they would need. This information should also be applied to the trainees' situation to ensure transfer of training. Thus, Activity III can be prolonged into several long-range in-service follow-up sessions.

Materials, Equipment, Setting

Charts and figures included in this packet can be made into overhead transparencies for variety of presentation. Portions of the narrative can also be duplicated as handouts.

Setting should be informal, lending itself to large and small group activities. Structuring of theory into mini presentations is recommended.

Syllabus

SESSION	LEVEL	ACTIVITY
1	College course	Pretest and/or review of objectives (Also, pretest can be used for discussion questions.) Presentation of previous and current trends with implications for teachers (Part 1) ASSIGNMENT: Read Part 2
2	College course	Discuss the Functional Approach: definitions and premises Do Activity I. ASSIGNMENT: Reread Part 2 Read Wilkins (1975), Chaps. 1 and 2.
3	College course	Do Activity II. (Optional: Do III as a practicum). Discuss relationship of oral language skills to BICS. ASSIGNMENT: Read Widdowson, Chap. 1 Optional readings: Brumfit and Johnson (1979)
4	College course	Do Activity III. Discuss Model in light of BICS & CALP in L1 and L2.

Syllabus

SESSION	LEVEL	ACTIVITY
4	College course	(Optional: Do Activity IV as practicum.) ASSIGNMENT: Read Widdowson, Chap. 2.
5	College course	Do Activity IV. Discuss outcomes of Activity IV in classroom situation and how this activity relates to CALP. ASSIGNMENT: Read Parts 3 and 4
6	College course	Discuss S-I Method and do Activity I
7	College course	Discuss the dimensions of the S-I Method and how they relate to the scenario. Do Activity II.
8	College course	Discuss Communicative Competence and how the S-I Method and FA relate to Canale and Swain's framework. Do Activity III.
9	College course	Discuss overall implication for Bilingual Education Do Activity IV.

Pretest

1. What have been the limitations of past methodologies? (Discuss at least three.)

2. What is the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP)?

3. How do Krashen's hypotheses relate to these models in terms of comprehensive input, monitor, and affective filter?

4. How are these models representative of Canale & Swain's framework?

5. How are the theories of innateness and universals central to these models?

6. Why is it necessary to have students in an L2 situation do reading and writing activities as well as oral ones?

7. Why is <u>interaction</u> basic to the oral aspect of these models?

8. How would you teach strategic competence?

Guidelines for Pretest as Discussion Questions

1. Discuss at least three (Grammar-Translation, Audio-Lingual or Direct, and one other).

2. Be sure students know how BICS and CALP relate to academic success or failure.

3. Be sure students relate "monitor" to editing and writing process; comprehensive input to realistic situations and/or visuals as well as universal notions and functions; affective filter to first stages of dialog planning.

4. Discuss integrative aspects of models as well as strategic competence component.

5. Notions and functions.

6. Discuss CALP as related to reading and writing.

7. Discuss conversation and interaction as related to strategic competence.

8. Students should be able to outline a procedure for dealing with interaction including functions and appropriateness.

Glossary

Conversational analysis: The use of contrasting and/or error analysis to determine needs of the students in addition to focusing on the text, of the conversational aspect of language.

Debriefing stage: The last phase of the open-ended scenario where interactions and transactions are discussed.

EFL: English as a foreign language.

Error: A deviation from the standard syntax used by a native adult speaker of the language due to incomplete language development; sometimes referred to as a "goof" to distinguish it from a "mistake" in performance of language already acquired.

ESL: English as a second language.

FL: Foreign language.

Formal informational dimensions: The part of the Strategic-Interaction Method (S-I Method), where the teacher checks the linguistic forms in use during the on-stage of the open-ended scenario.

Function: The purpose to which the speaker puts language to use in having an effect upon a hearer.

Global error: A major error which impedes communication.

Interactional dimension: The part of the S-I Method which concentrates on the stylized strategies used by various speakers.

Language usage: Being able to cite sentences as manifestations of the language system; a knowledge of its grammar and structure.

Language use: The way the system is used for normal communication purposes; includes a knowledge of the appropriateness of the language to perform different communicative acts.

Local error: A small error which does not impede communication.

Notions: From Latin noscere: to know. "A mental image of whatever may be known or imagined"; an idea in the mind of the speaker.

Off-stage: Comprises the first phase of the open-ended scenario, where the scenario is discussed and planned by the speaker(s).

On-stage: The second phase of the open-ended scenario where the dialogue is acted out by the speakers.

Open-ended scenario: Pedagogical device designed by DiPietro, 1981, which resembles a role play in that it grows from a set of circumstances. It differs in that the dialogues are planned collaboratively by the second-language learners, then acted out. In the last stage interactions and transactions are discussed by the language facilitator and second-language learner.

Proposition: A complete thought expressed in a sentence.

S-I Method: Strategic-Interaction Method.

Strategic Interaction Method: Method designed by Robert J. DiPietro which integrates language forms with the interactional and transactional dimensions of the language.

TPR: Total Physical Response.

Transactional dimension: The aspect of the S-I Method which addresses the different protocols shaded by the cultures and specifically requires a ritualized manner of saying things.

Transfer: The extent to which old knowledge is helpful to a person in gaining new knowledge.

Objectives

Upon the completion of this packet, the student will be able to:

1. Distinguish between methods which focus on form alone and those which deal also with notions and functions by discussing the Grammar-Translation, Audio-Lingual, the Strategic Interaction Method, and the Notional-Functional Approach.

2. Define communicative competence in terms of L1 and L2 by citing the Canale & Swain components of communicative competence.

3. Discuss "BICS" and "CALP" and their implications for teacher training and curriculum development by identifying the elements of BICS and of CALP and how teachers must apply these to the classroom situation.

4. Differentiate between "acquisition" and "learning" in the second language classroom by citing Krashen's five hypotheses.

5. Show awareness of the limitations of current commercial materials by citing materials based on the form and those based on function.

6. Show how the "Functional Approach" goes from BICS to CALP by discussing the five steps from oral dialogue to written discourse found in the Model.

7. Explain the theoretical contributions of generative linguistics, psycholinguistics, sociolinguistics, and educational psychology to the Functional Approach by citing the premises drawn from each.

8. Use the Functional Approach in the preparation of a unit for an L1 or L2 classroom by carrying out one of the activities.

9. Explain the premises underlying the S-I Method by citing DiPietro's rationale.

10. Differentiate the three dimensions of the S-I Method by showing how each dimension differs from the others.

11. Use the S-I Method in the preparation of a unit for an L1 or L2 classroom by carrying out one of the activities.

Part 1--Communicative Competence

PREVIOUS TRENDS

During this century foreign language teaching/learning has experienced numerous changes in second language acquisition methods and techniques, and in a sense the pendulum has swung from one extreme to another. Many present day language teachers were first exposed as learners to what is called the "traditional" or Grammar-Translation Method. Grammar rules and lists of vocabulary were important aids to the students who were never expected to become speakers of the language. The Audio-Lingual (Michigan or Army) Method had its roots in the 19th century Direct Method in which only the target language was used in the classroom, and communicative use of the target language was the primary goal. In addition, the Audio-Lingual Method was influenced by theories of structural linguistics and behavioral psychology. The order of language acquisition was supposed to be listening, speaking, reading, and writing. The structures were sequenced in terms of linguistic difficulty, vocabulary items were reduced in number, interference from the native language was to be overcome, and learning was based on imitation and memorization through constant drilling. Newer methodologies of the late 60s and 70s, among which are the TPR, the Silent Way, and the St. Cloud Method, all in some way are modifications of the earlier Direct Method. However, the focus of the materials for many of these methods has been on the "forms" of the language rather than on the "use" or function of the language.

CURRENT APPROACHES

Canale & Swain (1980), rather than use the "form" and "function" distinction, prefer to make three distinctions:

1. Grammatical approach based on linguistic or grammatical forms (i.e., phonological, morphological, syntactic patterns, lexical items).

2. Communicative or functional/notional approach based on communicative functions (i.e., apologizing, describing, inviting, promising).

3. Situational approach--focusing on particular setting or situations (i.e., situational dialogues).

AN INTEGRATIVE APPROACH

According to Canale & Swain, an integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. These three components are represented in Figure 1. This framework might also be viewed as integrative in that it focuses on speaking, reading, and writing rather than on a subset of these skill areas.

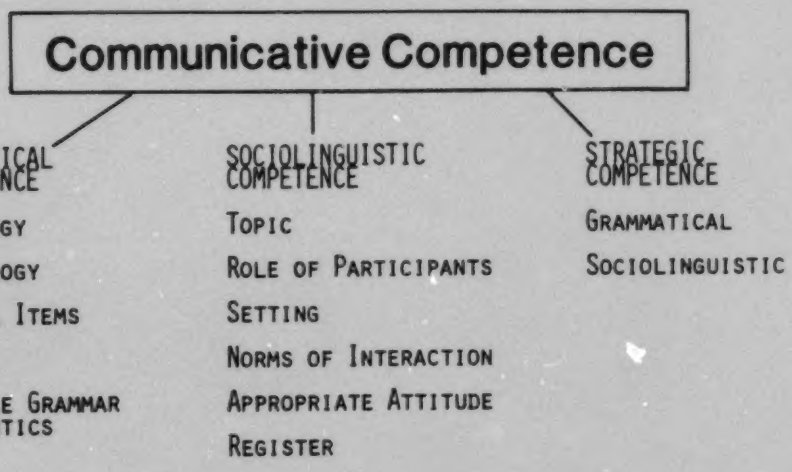

FIGURE 1

A FRAMEWORK FOR BILINGUAL EDUCATION

Jim Cummins concurs with the Canale & Swain approach but expands this concept to include the developmental interrelationships between academic performance and language proficiency in both L1 and L2. (See Packet I of this series).

Central to Cummins' theoretical model of bilingualism is the concept of language proficiency. Cummins divides language proficiency into two dimensions: basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP). Although the full development of both is considered essential for a person to be considered proficient in a given language, it is the latter dimension, CALP, which is the basis for a student's success in academic endeavors.

These theoretical constructs have been advanced to explain a very common yet difficult-to-explain phenomenon in the classroom: Students who seem to be "fluent" in English fail to achieve on academic tasks. These students may be native or nonnative speakers, and their lack of performance is often attributed to learning handicaps, low socio-economic status, lack of motivation, low intelligence, etc. Although these <u>may</u> be reasons for the poor performance, the lack of language skills that are specifically required for success in academic domains is basic to these students' failure.

Teachers and parents often express frustration with students who appear to have "language skills' developed as well as any classmate yet perform below average on academic tasks. These students get along with their peers, talk in class, relate on the playground, and seem to "understand" the teacher's directions. It is not uncommon to hear teachers say, especially in reference to minority language students, "He knows more English than he lets

on; he's just lazy." "She understands everything I say," or "Language isn't the problem. I'm referring him to be tested for learning disabilities."

The issue is just what kind of "language" is under question here. Given Cummins' two dimensions of linguistic proficiency, it is possible to see that a child's ability to use language to relate informally with teachers, peers, family, etc., (BICS), is quite different from the language ability required for literacy, the manipulation of abstract concepts, the comprehension of formal English, or functioning at any but the lowest cognitive levels of Bloom's Taxonomy (CALP). Indeed, a child may have developed BICS while continuing to be totally deficient in CALP. Such a child would appear to be fluent for the purposes of informal conversation but completely deficient in language skills required to do well on academic tasks.

The BICS and CALP dimensions are not dichotomous but developmental along two continuums:

1. From context-embedded to context-reduced communication.
2. From cognitively undemanding to cognitively demanding tasks.

In other words, communication can range from simple everyday interaction to more complex situations such as negotiating or convincing. Reading, writing, math, and science activities can also range from simple to more complex and cognitively demanding tasks.

OPERATIONALIZING THE FRAMEWORK

In order to operationalize the theories of Cummins, Canale & Swain, the following elements must be addressed: (1) standards or principles, (2) methods and techniques, (3) materials, and (4) teacher training.

Standards or Principles

Principles for second languge acquisition are best stated by Steve Krashen's (1981) five hypotheses:

1. The acquisition-learning hypothesis states that there are two separate processes for the development of ability in a second language: (1) via acquisition which is similar to the way children develop their L1 competence and (2) via "learning" which is an explicit presentation of rules and grammar and emphasizes error correction.

2. The natural order hypothesis states that acquirers acquire (not learn) grammatical structures in a predictable order.

3. The monitor hypothesis states the relationship between acquisition and learning. Acquisition is far more important and develops fluency, but conscious learning can be used as an editor, a monitor.

4. The input hypothesis says that (1) the student acquires by understanding language that contains input containing structures that are "a bit beyond" the acquirer's current level; (2) that the student acquires structure by focusing on meaning for understanding messages and not by focusing on the forms of the input or analyzing it; (3) that the best way to teach speaking is simply by providing "comprehensible input"; that is, fluency in speaking emerges naturally without being taught directly. Also, there should be a silent period before the student is ready to talk. Speech will come when the acquirer is ready; and (4) that the best input should not be grammatically sequenced, but provide situations involving genuine communication with structures being constantly provided and automatically reviewed.

5. The affective filter hypothesis deals with the effect of personality motivation, anxiety, self-confidence, etc., of a student. Acquirers in a less than optimal affective state will have a filter, or mental block, preventing them from utilizing input fully for further language acquisition.

In applying these hypotheses to bilingual education, three requirements must be addressed: (1) provide comprehensible input in the weaker language; (2) maintain subject matter; and (3) maintain and develop the child's first language. According to Krashen, comprehensible input is not just providing ESL classes. Not all teaching methods provide comprehensible input in a second language (i.e., grammar-translation and audio-lingual type methods). Both theory and practical experiences confirm that repetitive drill does very little for acquisition, and grammar approaches, shown to be ineffective for adults, are even less effective for children. Thus the ideal bilingual program is one in which subject matter is taught in the primary language,

and comprehensible input to develop BICS and CALP is supplied in the second language.

Methods and Techniques

The methods that best adhere to the principles of second language acquisition and provide an integrative approach to grammatical, sociolinguistic, and strategic competence are the "Functional Approach" and the "Strategic Interaction Model" (See Parts II, III, IV, of this packet). These two approaches also probe deeper into CALP--more so than any currently popular method or technique. Other methods also come close to meeting the above requirements but do not meet the higher levels of proficiency development that Cummins describes. These methods and techniques are the Confluent Approach (Galyean, 1976, 1979); Total Physical Response (Asher, 1979); Suggestopaedia (Lozanov, 1979); and the Natural Approach (Terrell, 1980). As Terrell states in his article entitled "The Natural Approach in Bilingual Education," "The Natural Approach is concerned mainly with the acquisition of BICS" (Terrell, 1981).

Another approach that bridges the gaps between oral language development and reading is the Language Experience Approach as modeled by Russell Stauffer (Stauffer, 1976; 1981). The L.E.A. can be used both as an L1 or L2 approach.

Materials

Most materials currently available are too static in nature and too structured to provide the teacher with sufficient flexibility. On the other hand, those that do follow a functional approach (Van Ek, 1976; Wilkins, 1976) are prepared only for adult learners. Thus, the elementary and secondary teachers are once again without readily available materials for presenting these new concepts adequately.

A way of resolving this problem is for the teachers to adapt to their existing district-developed continua or scope and sequence a supplemental section on the theory, principles, and methodology of the communicative competence components, and to begin to develop activities that deal with both BICS and CALP.

The Riverside/San Bernardino Multidistrict Teacher Trainers Institue has found, after two years of training on BICS and CALP and communicative competence, that many district materials do lend themselves to this transition.

Teacher Training

A framework for communicative competence such as the one described above has serious implications for teacher training. First, the role of the teacher in a bilingual program or ESL classroom must undergo a change if a communicative based approach is adopted; that is, teachers now have a dual role: to facilitate "natural acquisition" as well as "learning." Second, teachers need to have a good command of teaching strategies that will enable them to develop not only their students' grammatical competence but also their sociolinguistic and strategic competencies.

Part 2—Communicative Competence: Application Through a Functional Approach *

The following approach is an attempt to bridge the gap that so often exists in L2 teaching between the oral skills needed for what Cummins refers to as Basic Interpersonal Communication Skills (BICS) and Cognitive/ Academic Language Proficiency (CALP). In order to use the target language in content classes, students need to be able to read and write it. This model focuses on taking the students from BICS (oral dialogue) to CALP (written discourse). In addition, it attempts to take the student from context-embedded to context-reduced situations and from cognitively undemanding to cognitively demanding tasks. However, a more detailed methodology remains to be developed.

INTRODUCTION

Any approach to Communicative Competence in terms of application in the classroom must take into account certain theoretical guidelines. These guidelines or premises include four fields of study: generative linguistics, psycholinguistics, sociolinguistics, and educational psychology. The goals and objectives must deal with Communicative Competence in the four modes of language use: reading and writing as well as listening and speaking and must be implemented across the curriculum.

THEORETICAL GUIDELINES AND PREMISES

1. Generative linguistics.

   A functional approach to Communicative Competence draws upon Noam

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Chomsky's theory of syntactic structures in that it recognizes that language consists of two levels: a deep structure and a surface structure. The deep structure consists of the meaning (notion and function) and is produced in terms of a surface structure where the form is important. A modified version of Roger Shuy's iceberg metaphor will clarify this concept.

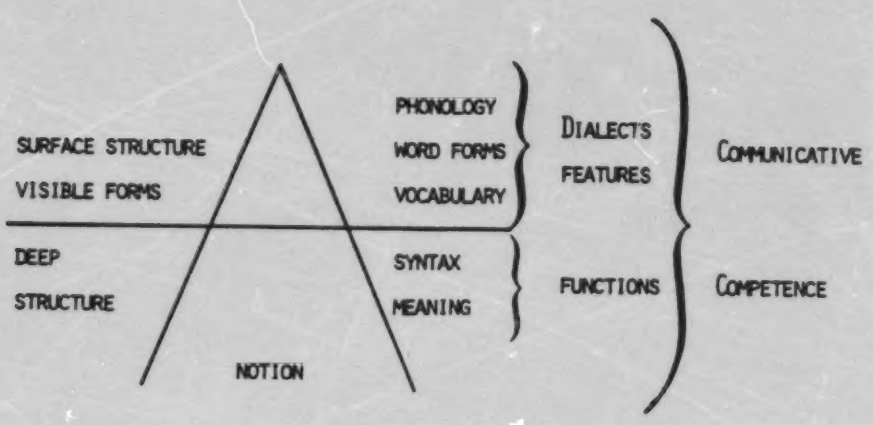


FIGURE 1

As is seen in Figure 1, communicative competence includes both the surface structure and the deep structure, and underlying all of it is the notion or idea one has in mind. This notion must ultimately be expressed in the surface form. John Oller calls this "notion" a "proposition."

2. Psycholinguistics

Two major premises came out of the field of psycholinguistics. With the theory of innateness (Chomsky, 1957; 1965) in terms of language ability, came the search for universals in terms of language acquisition and language concepts. In the search for those universals, linguists discovered that not only were there certain things that were true for all humans in learning a language, but that certain sequences were followed

in acquiring any language no matter how the surface structures of those languages might differ.

Language acquisition studies in L1 and L2 (Canale & Swain, DiPietro, Cummins) seem to indicate that there are universals in terms of the notions and functions of language, even though the way those notions are expressed in surface structure may differ and the strategies which are used to carry out the functions may not be the same. Thus, in any attempt to develop communicative competence, it is important that these universals be recognized and that maximum effort be made to facilitate transfer of universals at the deep structural level.

Psycholinguistic studies of L1 and L2 acquisition show that it is a developmental process at any age. The steps a child goes through in achieving competence in communicating his/her ideas will be followed to a degree by a second language learner at any age. While some aspects of competence are acquired early on, and by all, other aspects may be acquired only by some. We all know people who are more adept than others in communicating their ideas, but one would hope that each person could be more adept in some. If he/she finds communicating orally difficult, perhaps he/she can become adept in terms of written communication. One would also hope that his/her skills would continue to develop across the years.

3. Sociolinguistics

The field of sociolinguistics has taught us that language is interactive and is larger than the sentence unit. If it is interactive, it must take into account the participants, the setting, and the topic all of which will affect the dialect or register chosen. Lexical items and structures will vary according to the social domain in which or about which they are used.

Those social aspects of language use and language development, whether in view of linguistic or communicative competence, have often been overlooked in the classroom situation. Abstract grammar and structure are useless to the student unless he/she sees the meaningfulness of them in communicative interaction. What is taught as grammar is often a list of rules and their exceptions in standard usage, without taking into account the variations of dialects and registers one uses in different situations or with different people. To be competent in one's communicative acts, one must command the appropriate use of slang with an intimate friend, semi-formal language with a prospective employer or very formal language with the judge in a courtroom.

When stressing the grammatical structure of the language, one also tends to "fall into the trap" of using sentences as illustrations of usage and forgetting that any sentence can have many meanings in its use in communication. This larger "chunk" of language is known as discourse and while important for oral language in terms of the dialogue, it becomes even more crucial in terms of cohesive writing and comprehensible reading.

4. Educational Psychology

The other field of study that lends support to a functional approach to communicative competence is educational psychology. The approach must be student-centered, sequential, and cyclical in nature. If the student is the center, his/her interests and needs will form a major portion of the curriculum. It will build on what the student knows, and since he/she brings with him/her a host of notions and functions in language use, the approach will take these and develop his/her ability to use them more effectively. The approach will have as one of its objectives the maximum use of transfer and will achieve it by pointing out similarities and differences in all areas of language use.

Finally, the approach will never assume that a skill once taught is learned. It will recycle all concepts and functions and thus effectively achieve communicative competence on the part of the student following this approach.

GOALS AND OBJECTIVES

The goal of a functional approach to communicative competence in a bilingual situation is to bring the students to a level of competence in communication where they can function as smoothly as possible in a society of either language group. If they have linguistic or grammatical competence, sociolinguistic competence, and strategic competence, the students should be able to deal with other people without frequent instances of miscommunication.

Two major objectives of the functional approach are:

1. The student will be able to function in L1 and L2 in basic interpersonal communication skills in the domains of family, school, and community.
2. The student will be able to use L1 and L2 in the academic realms of the school domain in terms of speaking, listening, reading, and writing.

RECOMMENDED READINGS FOR PART 2

Brumfit and Johnson, ed. The Communicative Approach to Language Teaching. New York: Oxford University Press, 1979.

Widdowson, H. G. Teaching Language as Communication. New York: Oxford University Press, 1978.

Wilkins, D. A. Notional Syllabuses. New York: Oxford University Press. 1975.

Dobson, J. "The Notional Syllabuses: Theory and Practice." English Teaching Forum, April 1979, pp. 2-10.

Finnochiaro, M. "The Functional-Notional Syllabus: Promise, Problems, Practices." English Teaching Forum, April 1979, pp. 11-20.

Notional–Functional Taxonomy.

Modality CERTAINTY - PROBABILITY - POSSIBILITY - NEGATION
COMMITMENT - INTENTION - OBLIGATION

I. Moral Evaluation and Judgment= MAKING JUDGMENT.

A.– VALUATION (ASSESS, JUDGE, RANK, ETC.)
B.– VERDICTION (PRONOUNCE, SENTENCE, AWARD, ETC.)
C.– COMMITTAL (CONDEMN, CONVICT, PROSCRIBE)
D.– RELEASE (EXEMPT, EXCUSE, FORGIVE, ABSOLVE, ETC.)
E.– APPROVAL (APPRECIATE, PRAISE, GIVE CREDIT, ETC.)
F.– DISAPPROVAL (BLAME, ACCUSE, CONDEMN, ALLEGE, ETC.)

II. Suasion= MODIFYING OTHER'S BEHAVIOR

A.– INDUCEMENT (PERSUADE, SUGGEST, BEG, URGE, ETC.)
B.– COMPULSION (COMMAND, DIRECT, OBLIGE, FORBID, ETC.)
C.– PREDICTION (WARN, THREATEN, PREDICT, INVITE, ETC.)
D.– TOLERANCE (ALLOW, GRANT, CONSENT, PERMIT, ETC.)

III. Argument = EXPRESSING THOUGHTS AND OPINIONS

A.— INFORMATION
ASSERTED/SOUGHT/DENIED

B.— AGREEMENT

C.— DISAGREEMENT

D.— CONCESSION

E.— RATIONAL ENQUIRY AND EXPOSITION

CLASSIFICATION, COMPARISON, CONTRAST, GENERALIZATION, CAUSE-EFFECT, DEDUCTION, PROOF, CONCLUSION, ETC. (NEEDED FOR READING & WRITING SKILLS)

F.— PERSONAL EMOTIONS

1. POSITIVE (PLEASURE, DELIGHT, WONDER, FASCINATION, ETC.)
2. NEGATIVE (SHOCK, DISPLEASURE, ANXIETY, SCORN, SPITE, ETC.)

G.— EMOTIONAL RELATIONS (SOCIAL INTERACTION)

GREETINGS

SYMPATHY

GRATITUDE

FLATTERY

HOSTILITY

IV. Relationship Patterns

A.— FAMILIAL--HUSBAND-WIFE, PARENT-CHILD, SIBLING.

B.— FRIENDSHIP

C.— HIERARCHICAL

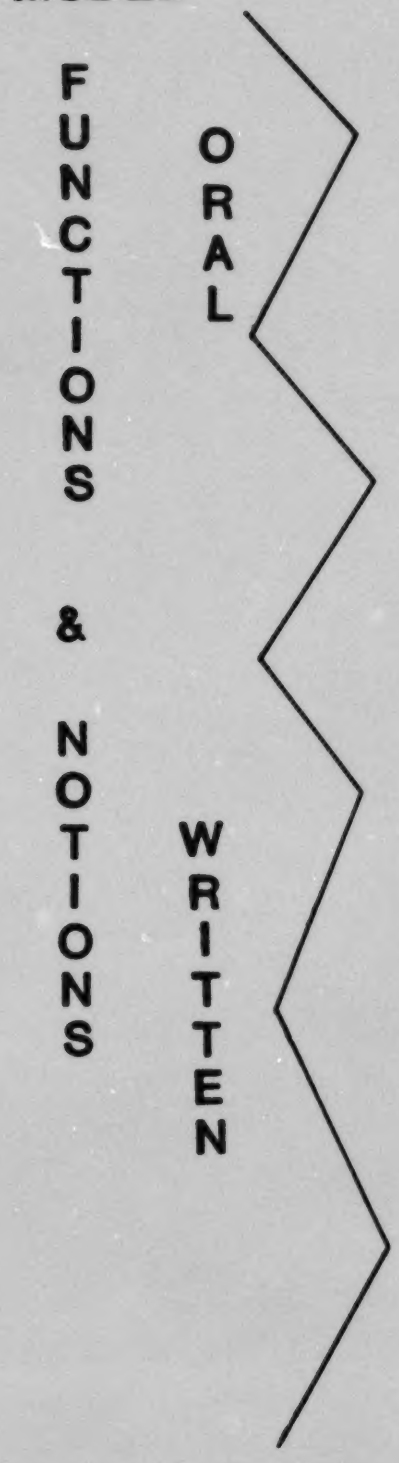
D.— JOB-RELATED

E.— SEXUAL

F — STRANGERS

NOTIONAL-FUNCTIONAL MODEL

MODEL



Conversation = DIALOGUE
PLAYS/SKITS
(DIRECT SPEECH)

Discourse = SPEECH/REPORT
(REPORTED SPEECH)
REPORTING AN EVENT, A CONVERSATION, ETC.

Conversation
- SCRIPT OF PLAYS/ SKITS
- READER'S THEATER

Reading

Discourse
- NARRATIVE-STORY- NOVEL
- DESCRIPTION
- EXPOSITION

Conversation
- NOTES
- LETTERS
- DIALOG JOURNALS
- DIARIES

NOTE TAKING

Writing

Discourse
- NARRATIVE
- DESCRIPTIVE
- EXPOSITION
- REPORTS
- PAPERS

Activities for Part 2

ACTIVITY I

Have each participant think of five ways to have someone hand him/her, his/her sweater according to the relationship of the person of whom the sweater is being asked. Take five of the following:

Spouse:

Offspring:

Colleague:

Student:

Stranger:

Boss:

For example: Hand me my sweater, dear.

Excuse me. I dropped my sweater. Would you please hand it to me.

Compare the differences in terms of structure, paralinguistic features, etc., individually and then in terms of the class.

Questions to ask:

1. What language did you choose?
2. How old is your child? Would you have asked for the sweater differently if the child were older/younger?
3. How close is your relationship to your colleague? Would you have asked differently if your relationship were more distant? more intimate?
4. How different were the requests of your subordinate (i.e., student) and your superior (i.e., boss)?
5. How did you manage to ask a favor of a stranger? Is this normally possible? Is it possible in all situations or is it limited?

ANSWERS - ACTIVITY I

1. The student may have chosen English or Spanish.

2. The way the question is phrased may differ depending on the age of the child.

3. The way the request is made will be affected by the closeness of the relationship between colleagues.

4. The requests made to subordinates or superiors will probably be quite different.

5. "Excuse me" usually prefaces a request of a stranger. One usually explains why the individual making the request cannot do it without asking for assistance. It is probably limited to certain potocol and differences in age and sex.

ACTIVITY II

Have participants make up a dialogue for the following situation:

Function: Asking for a date; accepting, persuading, refusing.

Situation I.

A, B. Greetings

A. Asking for a date

B. Accepting

A, B. Making arrangements

A, B. Farewells

Have participants give their dialogues.

TASK I — Divide participants into two groups. Half will develop dialogues on Situation II and the other half on Situation III.

Situation II.

A, B. Greetings

A. Asking for a date

B. Refusing

A. Persuading

A, B. Making arrangements

A, B. Leave-taking

Situation III

A, B. Greetings

A. Asking for a date

B. Refusing

A. Persuading

B. Firm refusal

A. Angry reaction

A, B. Cold farewells

TASK 2 — Have volunteers give dialogues.

TASK 3 — Follow-up questions for the three situations:

1. Did all groups use the same way of asking for a date?

2. Were the refusals all for the same reason?

3. How would this exercise need to be controlled for actual use in the classroom? Control structure? Control topic? Control both?

4. Were the techniques of persuasion different from one situation to the next? Would the technique change according to the topic? according to the relationship of speakers?

5. Would all three situations be appropriate at all levels of L1? of L2? What would you want to control in either classroom situation? Would age of students be at all important?

ANSWERS - ACTIVITY II

1. Probably not.

2. Probably not.

3. Depending on the level of language (primary or second) one would probably want to control either structure or topic. In a beginning level of second language instruction, one might wish to control both structure and topic.

4. The techniques of persuasion probably will vary according to age, sex, or other roles. They would also vary according to topic and the relationship between speakers.

5. For L1 all three situations would be appropriate, but for L2, no (see question 3). The age of the students would affect the topic and relationships.

ACTIVITY III

From oral dialogue to written narrative.

Display a set of visuals for this integrative activity. Suitable are Longman's "Progressive Picture Compositions" or visuals drawn by students and telling a story in sequence.

Step I. Identifying N-F
Have students identify the roles of the speakers in the story, any emotions and notions-functions they will be using in speaking with each other.

By pairs have the students play the roles and make up a dialogue which they perform. (4 to 6 lines)

Step II. Editing
In groups the students edit the dialogues for grammar, spelling, punctuation, capital letters, etc. Write up as for a reader's theater script.

Exchange scripts and practice reading aloud for intonation, pronunciation, etc.

(Optional) If you tape the original production, you can later compare this with the new script.

Step III. Rewriting in report form

1. Have students rewrite the dialogue in "direct speech form" John said, "....."

   Edit again for grammar and mechanics or punctuation, spelling, etc.

   Read aloud.

2. Have students rewrite the dialogue in indirect speech form (report): John said that he was. . . .

   Repeat the editing process.

   Read aloud.

Step IV. Using all of the pictures, have the student write a narrative story, integrating where appropriate direct and indirect speech forms.

Edit and read aloud.

Step V. Given a narrative story, have the students reconstruct the original dialogue on which it was based.

ACTIVITY IV

Give the students a dialogue from a book they are currently using to re-write changing either the topic or the situation or the participants. For example:

Waiter: What would you like?

Tony: I'll have some coffee.

Waiter: Anything to eat?

Tony: No Thanks.

Waiter: That will be 35 cents, sir. Here is your bill. You may pay at the door.

Have one pair change the situation from a restaurant to a person's home.

Have another pair change topic from coffee to a meal.

Have another pair change the participants to a waitress with whom Tony has class at school.

Home-------example:

Hostess: May I offer you something to drink?

Tony: I'd like that very much, but don't make a fuss for me.

Hostess: Oh, it's no bother. There's coffee or soda.

Tony: Coffee will be fine. Thank you.

Hostess: Here you are. Do you take sugar or cream?

Tony: Cream, please. This is very nice.

Meal---------

NOTE: There are no specific answers for Activities III and IV.

Part 3—The Strategic-Interaction Method: Learning Through Language Use in the Classroom*

The following pages give a sketchy outline of the Strategic-Interaction (S-I) Method. The intention is to show its essentials and to allow a more detailed methodology to grow around it.

INTRODUCTION

Looking back at how languages used to be taught and how linguists used to analyze them only a short decade ago, we come to realize that sentence grammars operated within a rather restricted context. Discovery of conversation, with its special structures, has rendered useless our older notion that speaking a language consists of stringing sentences together in some sort of coherent chain. We have come to realize that conversational language responds to many forces of which grammar is but one. What are these other forces and how can we harness them in the ESL/EFL classroom? Teaching people to converse in a foreign language has always been difficult. The pre-set dialogues found in many of our textbooks often fall short of meaningfulness for the learner. Why should one talk about renting an apartment or cashing a check or making a long-distance call, when the real intent is to use the dialogue to teach a particular grammatical pattern? In an age when we talk glibly of "learner-centered" materials and methods, the selection and presentation of structures remain as strongly teacher-centered as ever.

One of the reasons for our present state of affairs is that we have be-

* Written by Robert J. DiPietro, University of Delaware, Newark, Delaware, March 31, 1981.

come accustomed, as language teachers, to focusing on the form of what is being said rather than on its substance. We seem unconcerned with the overwhelming evidence that in natural conversation interlocutors attend only incidentally to forms concentrating, instead, on the messages being conveyed. Not even with the coming of "communicative competence" have we managed to shift our pedagogical attention fully from grammar. What we have done is take a short step from utterances seen purely as grammatical elements to those considered appropriate in a social context. The recent arrival of functional/notional syllabi marks perhaps a greater stride forward, since we are now paying attention to the ways in which language serves its users instead of regarding it as some artifact objectified and held off at a distance by its speakers. Unfortunately, functional/notional syllabi are insufficient in themselves as guides to constructing conversations. At best, they only hint at the kinds of things people might say under various circumstances.

Have we come, then, to an impasse? Are we forever constrained as teachers to equating second-language acquisition to the amassing of bits and pieces of grammatical forms expressed though they might be by functional formulae? I think not and with what follows in this paper, I intend to show that the essence of language acquisition lies in finding creative and personal solutions to a range of interactional confrontations. My approach is based on several premises: (1) people have individual interests and needs in communication which are not always shared by those with whom they speak; (2) conversational interactions have a strategic dimension which underlies what is said and is more than the semantics of the verbal content; and (3) discourses, whatever their duration, take place within long-term scripts which are individualized and characterized by differing amounts of shared information. The pedagogical model I have developed as a result of the premises stated above is the Strategic-Interaction Method.

THE BASIC COMPONENTS OF THE STRATEGIC-INTERACTION (S-I) METHOD:

(1) A model of language and language use must take into consideration the form and the function of language (not just the form, alone, nor the function as it solely affects the form of language). The S-I model gives equal significance to both form and function.

(2) An orientation to the classroom management of activities hinges on conversation. All matters to be taught are cast in the framework of conversations.

APPLICATIONS OF THE S-I METHOD:

(1) The development of techniques in bilingual education
(2) The teaching of second and/or foreign languages
(3) The training of bilingual and FL teachers
(4) The preparation of teacher-trainers

THE THREE DIMENSIONS OF CONVERSTIONAL DISCOURSE

In the approach we take toward the use of language in conversation, three dimensions are recognized, subject to analysis and open to pedagogical elaboration:

(1) The formal dimension in which conversations are viewed as conveying referential meaning. This dimension is open to grammatical analysis and semantic interpretation.
(2) The transactional dimension, by which participants utilize the language to motivate actions in their favor. Here we look at what is said by the participants as the implementation of strategies, protocols, and counterstrategies.
(3) The interactional dimension, dealing with how conversations reflect the execution of roles of various types.

CLASSROOM PROCEDURES

(1) The phases. The management of time in the classroom is divided into two phases which are labeled (a) on-stage and (b) off-stage. When performing in conversations, students are "on-stage"; that is, they are executing their knowledge, and they are open to evaluation. During the "off-stage" phase they are learning and acquiring the skills and information to perform.

(2) The roles played in the classroom. Students and teachers play several types of roles in the classroom. At their basis is the interplay of "knower" and "learner." The classroom provides the opportunity for teachers and students to shift roles in several ways. For example, the teacher may shift from an authoritarian role to that of "coach" or "trainer," while students move from a passive role to that of "players" in conversations. Students come to view the teacher as a helpmate in the real challenge of the class work, namely, to speak the language well and to learn through it. Individuals in the classroom move freely in and out of roles. For example, some students can take on the job of "evaluator" or "judge," sometimes even "instructor" to other students.

(3) Elaboration on various aspects

Strategic Interaction. An important point that needs emphasis is that language is used for much more than the straightforward exchanges of information usually attributed to conversational functions. Verbalizations are especially valuable to human communicators in terms of establishing positions in social interaction. Basically, there are two types of strategic language: (1) psychologically motivated ploys and (2) socially or ritually motivated protocols. The latter are shared by all persons who function within a society and include such expressions in English as: "excuse me," "thank you," "good morning," and "don't mention it," or in Spanish as: "¿qué tal?", "¡qué bueno!",

and "adiós." Such expressions are ritualized because social structure dictates their use in certain, well-defined circumstances. Psychologically motivated strategies derive from the personal choices each individual makes in order to assert a position. Thus, the use of a command form as a politeness protocol conveys a different conversational stance from one which employs a modal verb.

The nature of conversation. Talk in any language has rules which condition its form. There are openers, linking elements, and closing forms which are recognizable. There are also rules by which turn-taking and changes of subject are allowed. For example, ". . . not to change the subject, but . . ." or "I don't mean to interrupt, but . . ."

Role interaction. The interpretation of roles is the most difficult aspect of language use. Still to be worked out is a scheme of role types. For example, are social roles such as those of the buyer or window-shopper totally separable from more emotive complex roles such as "friend," "rival," "guidance councelor," and "confidant"? Maturation roles can be ascribed as "parent," "adult," "child," and the interactions between each: parent-parent; parent-adult; parent-child, etc. Academic roles can be the combination of all other roles that the teacher needs to play in relation to a particular situation: parent, coach, consultant, adult, etc.

In any event, some useful observations can be made which are of value to the teacher-trainer:

1. Roles come in complementary pairs; i.e., the teacher role must be defined as one half of a "teacher"/"student" set. Once we understand the feature of role-complementation, we can be on the lookout for language which is conducive to reinforcing particular interactions (such as that between teacher and student) and discouraging others (such as "authority"/"powerless child").

2. Roles may be either short-term or long-term. Under the label "short-term," we can group roles which are played frequently in society but for brief periods of time, such as "competitor" or "information-giver." Students shifting from one language to another often associate the playing of specific roles with one of the languages. The student who speaks Spanish in the home is likely to command all the interactional strategies in that language which are appropriate to "mother"/"child" role pairing. Such a role pairing is, of course, a long-term one. If only English is used in school, then the role pairing "student"/"teacher" is realized only through verbal strategies and protocols in English. In bilingual schools where both English and Spanish are spoken a study should be carried out of what languages are used in each role relationship (e.g., "teacher"/"student," "teacher"/"teacher," "student"/"principal," "teacher"/"principal," and so on).

Code-switching is a phenomenon which carries much social significance. Through the fluctuating use of Spanish and English in one conversation, interlocutors can reveal their solidarity as members of a bilingual peer group. They may also switch languages as they move from one social domain to another. "School talk," for example, may be largely cast in the English language in some districts.

(4) The two axes of classroom practice in the Strategic-Interaction model.

There are two axes of activity which intersect each other in the activity of the classroom: (a) the elaborative axis (which refers to what the teacher decides to drill through various exercises without moving on to new points) and (b) the consecutive axis (which proceeds, with time, from one point to another). In traditional classes the teacher dedicates the elaborative axis to conversations which are seen as illus-

trations of the grammatical or informational points being made through the period of the class. In S-I classes the elaborative axis is reserved for grammar and structural work while the consecutive axis is dedicated to the advancement of conversational language.

TEACHER PREPARATION

Teachers need a number of skills: (1) an ability to perceive what problems of the student are due to interference from his/her native language and culture, (2) techniques to construct scenarios which focus on various intercultural problems and evoke various personality types, (3) guidelines to evaluate materials in order to identify which ones are the S-I Method, and (4) sensitivity to personality differences among the students and application of different pedagogical functions to match those differences in personality. However, even without much skill in each of the above areas, the S-I teacher can achieve a degree of success by concentrating on the dramatic element of conversations in the classroom. Learning goes on beyond what the teacher controls--and that is highly desirable.

TESTING AND EVALUATION

Most language tests used today are based on the grammatical artifacts of the languages in question. That is to say, tests are oriented around matters such as how many structures, how much vocabulary, what kind of vocabulary, etc., the student has learned. Little attention is paid, in evaluation, to how the learner fits the language to expressing personal desires, playing well-defined psychological and cultural roles, and being generally creative with metaphors and idioms. In the S-I Method there is no reason why such tests cannot be continued. However, the most meaningful tests in the S-I Method are those which happen in the communicational event,

i.e., the conversation itself. Each student learns differently and uses that knowledge in unique ways. With this diversity in mind, evaluation must be done in a conversationsl framework.

THE DIALOGUE WITH OPTIONS

Dialogues between different persons usually have a variety of possible outcomes. In the S-I Method, classroom dialogues are constructed according to various developmental routes they may follow. In this way, students are led to anticipate different reactions to what they may say and fit the appropriate language to the situation. Even a simple request such as "Mind if I smoke?" can evoke a number of potential responses:

Mind if I smoke?

Not at all. | Well, this is a no-smoking section. | If you must! | I wish you wouldn't.

The requester can react to these responses in a number of ways:

Oh, I'm sorry. I did't know.
I'll go outside, then.
Well, I really need a smoke.
etc.

Underlying each verbalization is a strategy which is used by the speaker to promote a certain stand or opinion. A useful way to understand the phenomenon of bilingual speech, with its code-switching, is to view each utterance in its natural conversational context. The various options in a dialogue include, for the bilingual, switching from English to Spanish or vice versa.

Part 4—The Strategic-Interaction Method in the Classroom*

SCENARIOS

How to promote learning through conversation in the classroom? An effective way is to create scenarios in which students act out problematic issues in a dramatic fashion. First of all, the scenario must contain dramatic tension; that is, the issue must be one which involves the learners in such a way that they must make a decision. Scenarios can be built around tension-building situations such as misunderstanding between teachers and students, between supervisors and teachers, and between parents and school authorities. The best way to insure dramatic tension in the scenario is to take them from real-life situations: the teacher who catches the child stealing in school and must inform the mother; the bully who threatens the smaller child because the latter does not speak English well; the principal who does not want to hire more bilingual teachers even when they are needed desperately. The list could continue.

Once the situation is determined, groups of students are organized to develop parts of conversations on the issue at hand. It is advisable to ask each group to develop the utterances that only one participant in the interaction would use in defending his/her position. During the on-stage phase of instruction, representatives from different groups stand before the class and act out their sides. Of course, each side must anticipate the various options that the other side might take. In this way, the

* Written by Olga Rubio, Bilingual Education Service Center/Intercultural Development Research Association, San Antonio, Texas, and Margarita Calderón, Bilingual Education Service Center/San Diego State University, San Diego, California. The workshops in Part 4 have been presented in fourteen school districts and selected college classes in California and Texas as an attempt to develop and operationalize DiPietro's Strategic-Interaction Method further.

natural development of conversation is imitated in the classroom. The other students may act as a panel of judges to decide which side "won" the encounter.

PREPARATION FOR OPEN-ENDED SCENARIO DEVELOPMENT

In collecting open-ended scenarios, a language facilitator must first identify the various roles and situations with which the students must be familiar. For example, a student may know the principal and the nurse in the school, and yet not know how to "appropriately" greet or start any other type of conversation with them.

1. For this task, identify as many of the roles and interactions necessary for language learners to be familiar with in order to acquire communicative competence.
2. Choose one of the domains (community setting) and list the roles and their conversational interactions.
3. Once you have identified the roles, describe as many situations you can think of that could lead to a misunderstanding or miscommunication.
4. Take one of the situations you have identified and construct an open-ended scenario.

GUIDELINES FOR CONSTRUCTION OF OPEN-ENDED SCENARIOS

The open-ended scenario is a pedagogical device developed by Robert J. DiPietro in 1981. This device is similar to "role-plays" in so far as both are generated from a set of circumstances emerging from the instructional setting. It is characterized by:

. Interlocutors must play themselves.

. The plot must be set up for more than one option.

. The scenario should unfold in diverse phases.

The basic elements of the open-ended scenario are:

a) The rehearsed stage (off-stage).

b) On-stage.

c) Debriefing stage.

a) Off-stage or the rehearsed stage. This is where the students should ask questions they wish about the plot of the scenario and the forms of the utterances they wish to construct. The purpose of this stage is to set up a situation where the students can relieve anxieties in verbalizing their intentions.

The class should be divided into small groups of no less than five and no more than 12. Each group should be given the specific scenario. Students must find some resolution to the questions suggested by the theme of each scenario. The students decide what the performance will be and prepare to act it out.

b) On-stage. This is the dramatic dimension of the device which adds the spark of life and energy which makes language real. The facilitator at this point can carefully monitor the language utterances used during the scenario and synthesizes information for the debriefing stage.

c) Debriefing stage. A discussion is recommended immediately after the groups perform their scenarios. At this time the language facilitator can ask students to identify the different strategies used by the actors. Probing should be encouraged to generate other options or ways in which the actors could have handled the situations.

FOLLOW-UP

Composition is encouraged after the dialogue. Writing out the script would further encourage students to understand the relationship between spoken and written discourse.

RECOMMENDED READINGS FOR PARTS 3 AND 4

Chatman, S., Umbetto Eco, and J. M. Klinkenberg, eds. The Semiotics of Role Interpretation. A Semiotic Landscape. New York: Mouton, 1979.

Richards, Jack. "Conversation." TESOL Quarterly, Dec. 1980.

----------. Error Analysis. New York: Longman, 1975.

DiPietro, Robert J. "Contrastive Patterns of Language Use--A Conversational Approach." The Canadian Modern Language Review, 33, No. 1 (Oct. 1976).

Activities for Parts 3 and 4

ACTIVITY I/WORKSHOP I

OBJECTIVES

Participants will review first and second language acquisition processes:

- Become familiar with Strategic-Interaction Theory
- Participate in a demonstration using the Strategic-Interaction Method
- Develop a scenario for potential classroom use.

SYLLABUS/AGENDA

I. Strategic Interaction: Introduction
   - A. Theory (Transparencies)
   - B. Definition (Transparencies)
   - C. Rationale (Transparencies)

II. Procedure for open-ended scenarios (Transparencies)

III. Construction of open-ended scenarios (Group Process)

ACTIVITY I/WORKSHOP I

PRE/POSTTEST

1. Describe the basic components of the Strategic-Interaction Method.

2. What is the basic underlying assumption upon which the Strategic-Interaction Method is based?

3. What are speech protocols? How do protocols affect the Strategic-Interaction Method?

4. List some sample strategies an ESL learner might use to ask a stranger for a sweater he/she has dropped.

ACTIVITY I/WORKSHOP I

ANSWERS TO PRE/POSTTEST

1. S-I Method: Informational Dimension, Interactional Dimension, and Transactional Dimension.

2. S-I Method is based on the assumption that linguistic competence encompasses more than acquiring forms/artifacts. The interactional and transactional dimensions are crucial for a speaker to communicate successfully with other speakers.

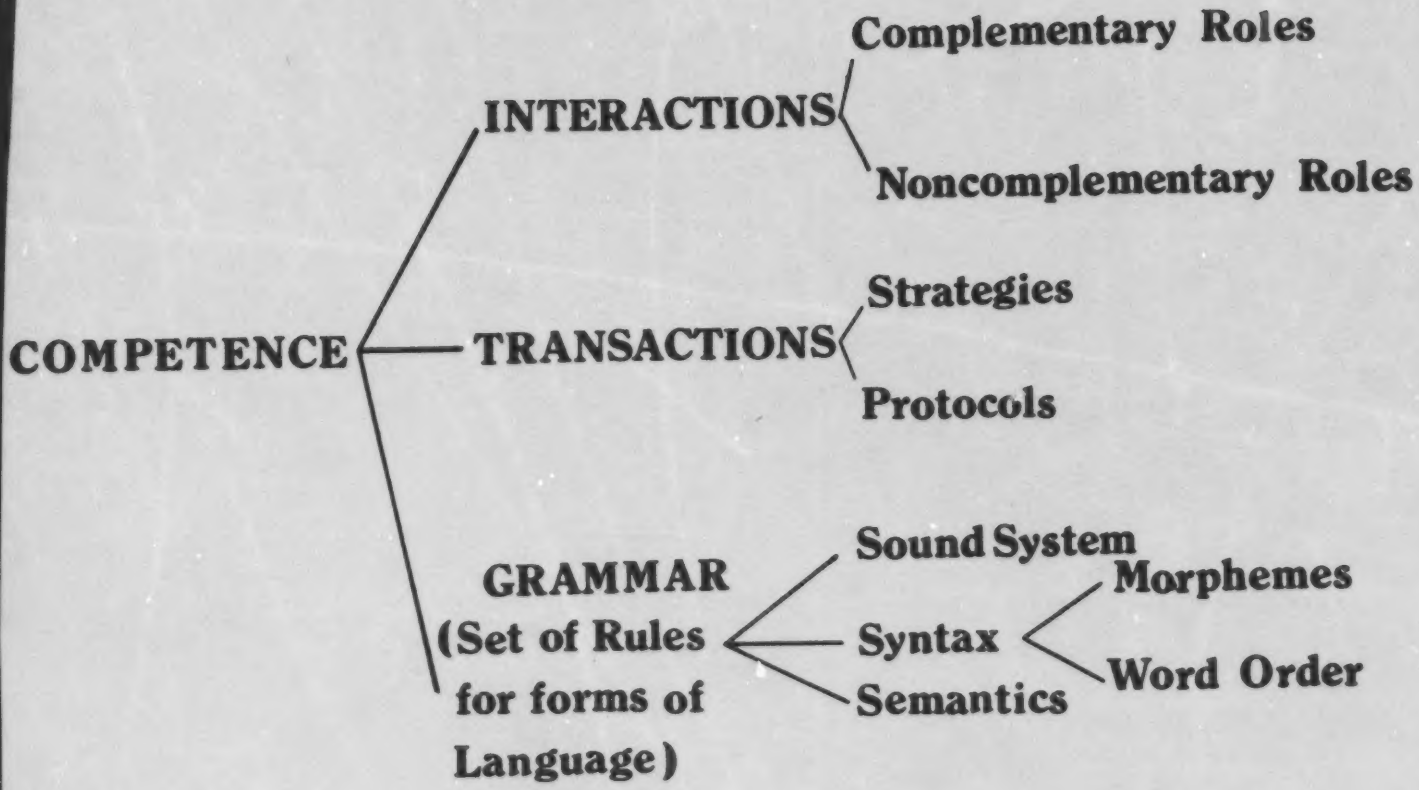
3. Speech protocols are those verbalizations which are primarily elicited by some social or psychological factor, i.e., greetings, leave, etc. A second language speaker must competently identify and appropriately use protocols. In the S-I Method protocols become means of transacting with the other speaker(s).

4. Strategies: persuading, requesting, demanding, informing, arguing, etc.

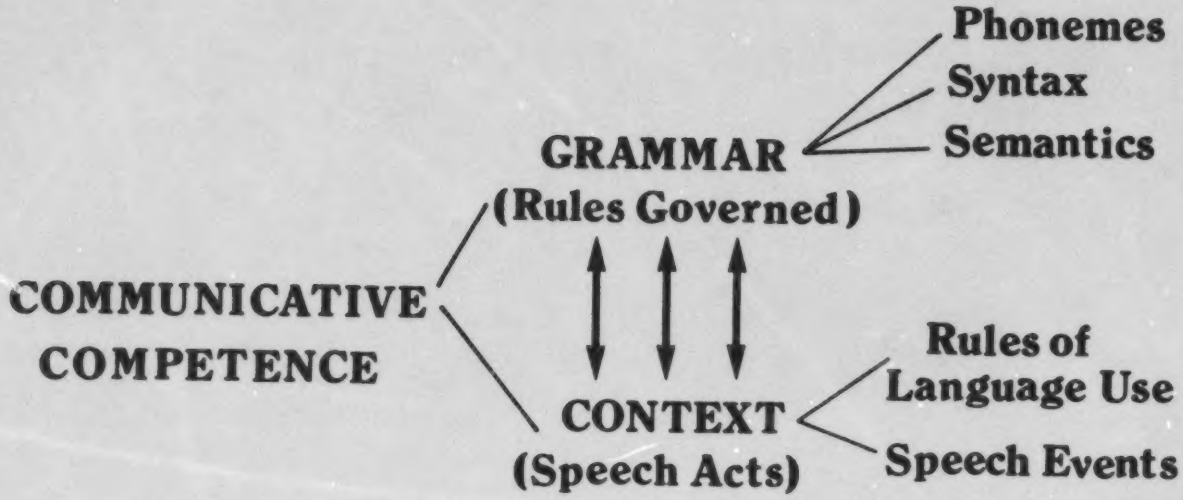
ACTIVITY I/WORKSHOP I

TOOLS

1. Present Strategic-Interaction Theory
   a. Use S-I Method description by DiPietro.
   b. Use transparencies A-J.
2. Construct a scenario by modeling transparencies C, D, F, H, J.


COMPETENCE
INTERACTIONS
Complementary Roles
Noncomplementary Roles
TRANSACTIONS
Strategies
Protocols
GRAMMAR
(Set of Rules
for forms of
Language)
Sound System
Syntax
Morphemes
Word Order
Semantics

A


Phonemes
Syntax
Semantics
GRAMMAR
(Rules Governed)
COMMUNICATIVE
COMPETENCE
Rules of
Language Use
CONTEXT
(Speech Acts)
Speech Events

Syllabi Selection (Data Bank):

Scenario

JOHNNY WANTS TO PLAY WITH BILLY. HE ASKS BILLY'S MOTHER IF BILLY CAN PLAY IN THE PARK WITH HIM. BILLY'S MOTHER DOESN'T LIKE HER SON TO PLAY WITH JOHNNY.

Roles: JOHNNY/BILLY'S MOTHER

Role Relationship: CHILD/AUTHORITY FIGURE

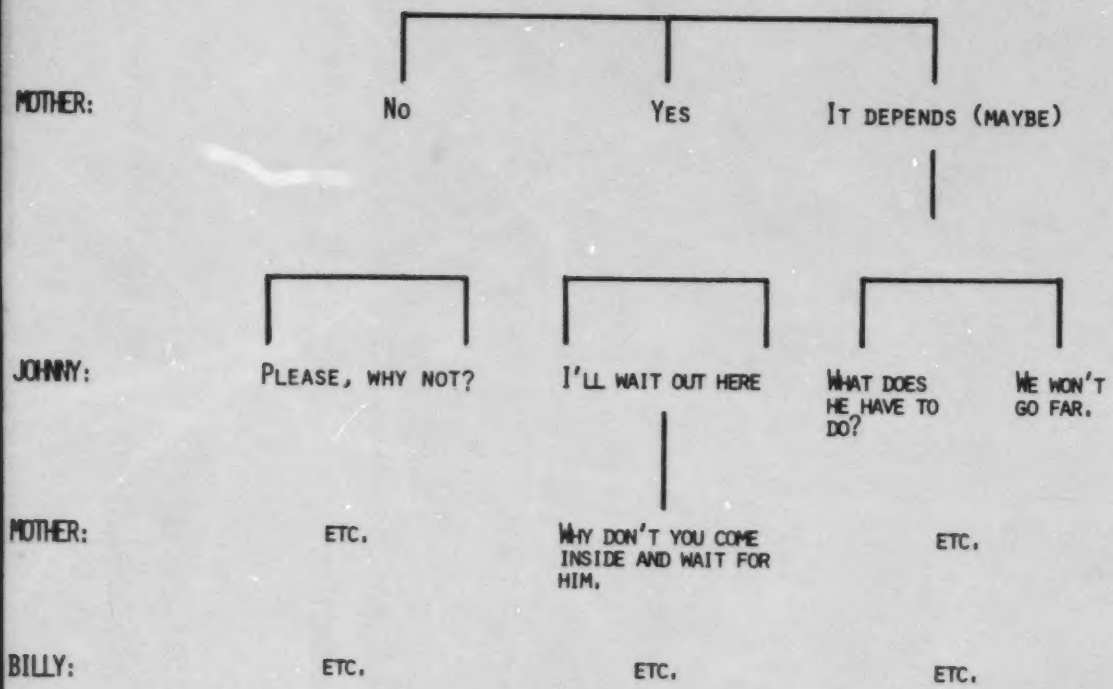
Background: (SHARED) INFORMATION

Strategies (Function): REQUESTING/GRANTING REQUEST/NOT GRANTING REQUEST/ REQUESTING DETAILS

Structure of Conversation: WHO OPENS? WHAT OPTIONS ARE USED? WHAT CLOSURE IS MADE?

STRUCTURE

Johnny: Can Billy come out ?



D

FORMAL ANALYSIS

THIS DIMENSION OF THE STRATEGIC INTERACTION MODEL LOOKS TO THE GRAMMATICAL COMPETENCE OF A SPEAKER. IN ANALYZING A SPEAKER'S LINGUISTIC COMPETENCE, ONE CAN USE:

a) contrastive analysis

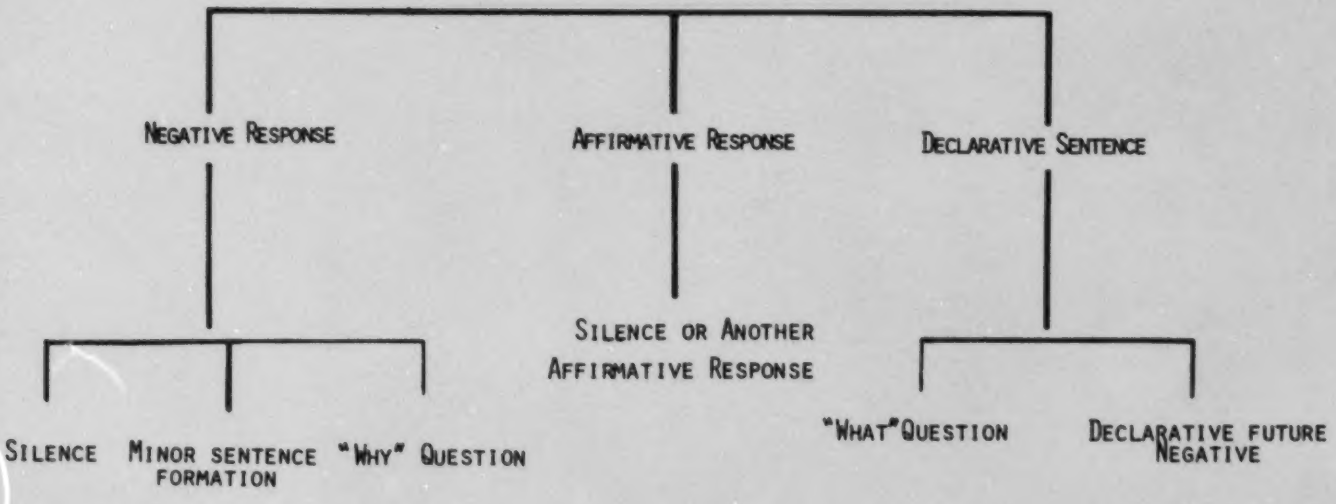
b) error analysis

E

67

I DIMENSION OF FORM (THE FORMULA)

Question with Modal Inversion



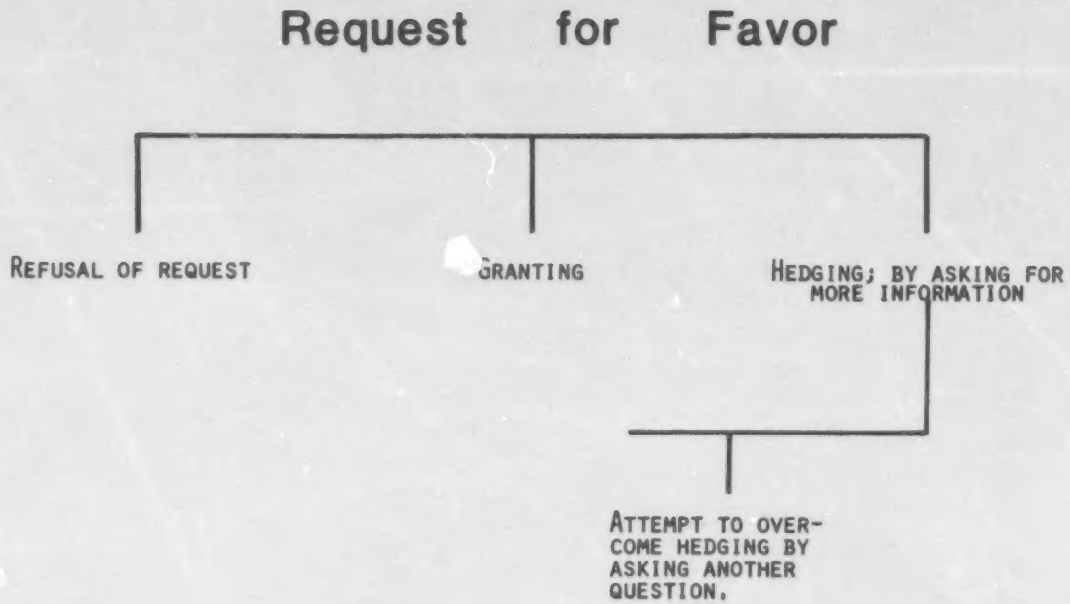
TRANSACTIONAL: STRATEGIES

VARIOUS STRATEGIES USED BY SPEAKERS IN SELECTING TOPICS:

____to introduce
____to develop
____change topics
____turn taking

BASIC RULE IS THAT ONE PERSON SPEAKS AT A TIME.

II DIMENSION OF TRANSACTION


Request for Favor
REFUSAL OF REQUEST
GRANTING
HEDGING; BY ASKING FOR MORE INFORMATION
ATTEMPT TO OVER-COME HEDGING BY ASKING ANOTHER QUESTION.

H

INTERACTIONAL

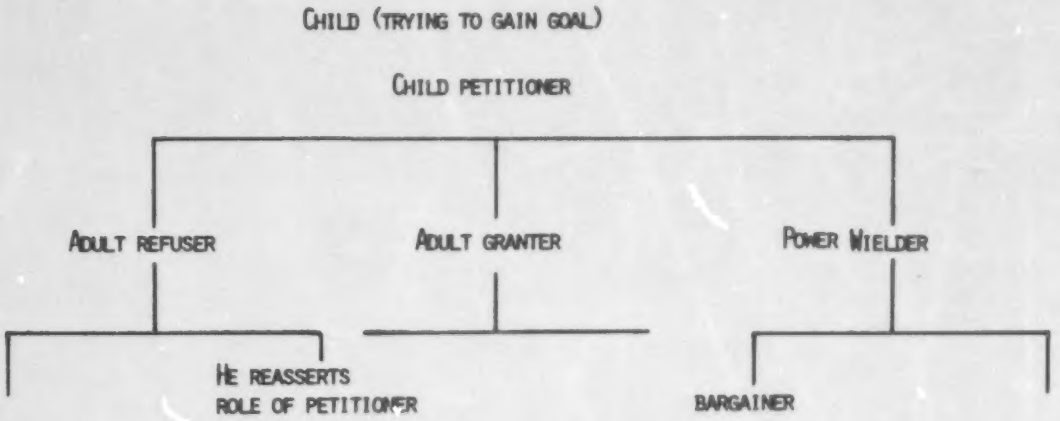
DIFFERENT ROLES PLAYED BY SPEAKERS IN A GIVEN CONVERSATION. ROLE CONSIDERSATIONS INCLUDE SEX, AGE, AND CULTURE.

TYPE OF ROLE	PROTOCOLS
SOCIAL MATURATIONAL ACADEMIC EMOTIONAL	- EXCUSE ME... - NOT TO CHANGE THE SUBJECT, BUT... - WOULD YOU BE SO KIND... - I DON'T MEAN TO INTERRUPT, BUT...

I

III Dimension of Interaction

Major roles: child /authority figure role shifting:



J

GUIDE TO DISCUSSION ON THE SCENARIO DEVELOPMENT

I. DIMENSION OF FORM - TRANSPARENCY D

A. All questions here relate only to grammatical structure or surface forms. Teacher might ask:

1. What kind of a sentence is this?*
2. What mark of punctuation would we use?
3. What happens to word order?
4. What words must be added or omitted?

B. Suggested answers:

1. This sentence is a yes-no question.
2. The mark of punctuation is a question mark, and it is placed at the end of the sentence.
3. The auxiliary (modal) verb and the subject are inverted.
4. Not applicable.

*Not all questions may be applicable to all structure forms; e.g., not all sentences use all the marks of punctuation; not all sentences contain the auxiliary verb "do," etc. Depending on the complexity of the structure, the age, and linguistic proficiency of students, other questions may be generated.

II. DIMENSION OF TRANSACTION

A. This dimension focuses on identification and discussion of functions. Sample questions teacher might ask:

1. What is the mother doing when she says "No"?
2. What is she doing when she says "Yes"?
3. When she says "Maybe"?
4. What function could Johnny use for her "maybe"?

RECOMMENDATION: THESE QUESTIONS CAN BE ADDRESSED IN THE CHILD'S L1 IN ORDER TO ENSURE COMPREHENSION OF THIS DIMENSION.

B. Suggested answers:

1. She is refusing. She is refusing a request.
2. She is granting. She is granting a request.
3. She is hedging. She is asking for more information.
4. Suggest; persuade; beg; threaten.

III. DIMENSION OF INTERACTION

A. This dimension focuses on the roles of each participant. Types of questions to generate discussion would be:

1. Who's talking?
2. Who are they?
3. Who has the power, the upper hand in this conversation?
4. What roles does she play in each one of her answers?
5. What kind of person must Johnny be?

B. Suggested answers:

1. Johnny and Billy's mother
2. A child; an adult
3. The mother
4. Adult refuser; adult granter; power wielder; etc.
5. Allow students to speculate on why Billy's mother doesn't want her son to play with Johnny. Moral, physical, or social motivation might be involved; for example, maybe he lies, has a handicap, or is the wrong color according to her biases. Also implied is the kind of person Billy's mother is.

ACTIVITY II/WORKSHOP II

OBJECTIVES

Participants will review information on Strategic Interaction.

- Discuss and follow guidelines for construction of open-ended scenario.
- Analyze and identify further development of strategies and roles by each of the groups presenting.
- Construct open-ended scenarios.

SYLLABUS/AGENDA

I. Preparation and guidelines for constructing an open-ended scenario

(Transparencies)

II. Construction of an open-ended scenario -- OFF-STAGE

(Group Process)

III. Performing the scenario -- ON-STAGE

(Group Process)

IV. Debriefing, analyzing the strategies used by different groups

(Total Group Process)

ACTIVITY II/WORKSHOP II

PRE/POSTTEST

1. What is an open-ended scenario? How is the scenario different from role-plays?

2. What role does code-switching play in the Strategic-Interaction Method?

3. List some basic complementary roles a beginner speaker of English must know in order to survive in school, at a department store, at the doctor's office.

4. How do scenarios facilitate communication strategies?

ACTIVITY II/WORKSHOP II

ANSWERS TO PRE/POSTTEST

1. An open-ended scenario is a pedagogical device designed by Robert J. DiPietro, 1981. The open-ended scenario, although similar to a role-play in that it grows from a set of circumstances given by the instructor, is different in process. The first phase is off-stage: Linguistic forms/artifacts are observed, and the scenario is planned. The second phase is the on-stage, in which the planned dialogues come to life by acting out the scenario. The third phase is the debriefing phase, in which the students analyze the interactions and transactions that took place or could have occured.

2. Code-switching, a sociolinguistic phenomenon characteristic of bilinguals, is a probability in any given scenario planned by speakers. The open-ended scenario fosters bilingualism.

3. School: teacher-student, student-student, knowee-learner, learner-learner, principal-student, nurse-student, custodian-student, teacher aide-student.
   Department store: salesperson-shopper, salesclerk-shopper, manager-shopper, shopper-shopper.
   Doctor's office: doctor-patient, nurse-patient, lab technician-patient.

4. Scenarios allow for the realism of life crucial to making language meaningful and rich. It allows for an experimentation with language forms/artifacts.

ACTIVITY II/WORKSHOP II

TOOLS

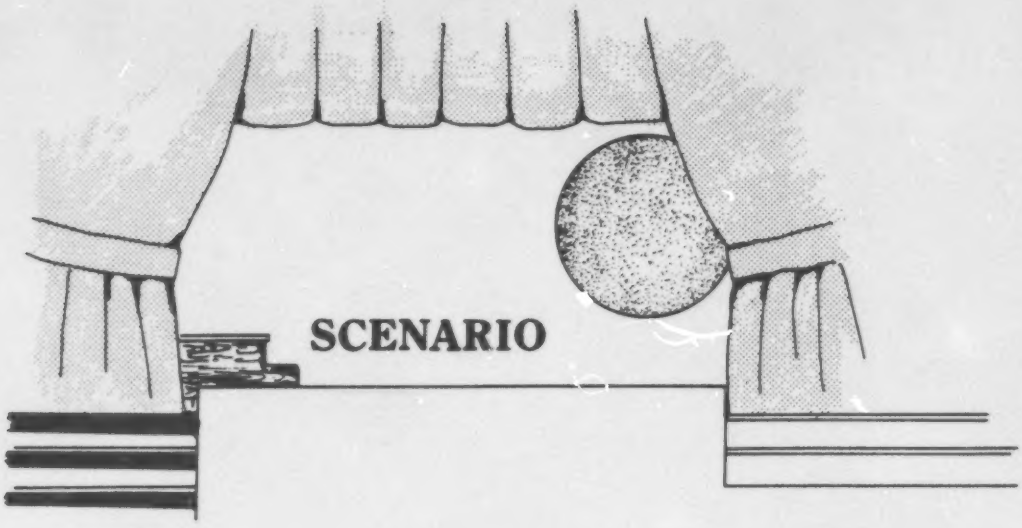
I. Present preparation and guidelines for constructing open-ended scenarios:

   a. Use Transparency K

   b. Review guidelines for construction

II. Construction of scenario:

   Use chart tablet/markers for each duo, trio, etc., for developing a scenario. These charts will be used for the debriefing stage where groups identify the different strategies used by the "actors."



_____ OFF-STAGE, PLANNING DIALOGUE.

_____ ON-STAGE, PERFORMING THE SCENARIO.

_____ DEBRIEFING, ANALYZING THE STRATEGIES USED BY DIFFERENT GROUPS.

K

80

ACTIVITY III/WORKSHOP III

OBJECTIVES

Given a sample, student conversational transcript participants will look for:

1) Information on grammatical aspects of language via contrastive and error analysis.

2) Identify transactions or functions found in script.

3) Identify interactions or strategies used by students.

Participants will design appropriate scenarios for students to develop linguistic competency further.

Participants will discuss needs and assignments recommended to match instructional need.

SYLLABUS/AGENDA

Procedure for analysis of conversations

A. Review of sample script(s) for:

   1. Informational (formal) dimension

   2. Transactional (dimension)

   3. Interactional (dimension)

B. Matching student needs:

   1. Identification of appropriate scenarios

   2. Discussion of assignments

ACTIVITY III/WORKSHOP III

PRE/POSTTEST

1. Identify the possible situations that may evolve from the following language functions:

   a. Requesting/giving information.

   b. Expressing opinions.

2. What implications do open-ended scenarios have for a bilingual teacher in the classroom? What are the strengths and the limitations?

3. Identify at least five different situations in a school setting where an English-as-a-Second-Language learner must be able to handle linguistically in your respective community.

4. List the different functions of the language the student will develop in each situation.

ACTIVITY III/WORKSHOP III

ANSWERS TO PRE/POSTTEST

1. Requesting/giving information:
   - Situation at home: asking a brother/sister for the whereabouts of a restaurant, discotheque, book store, etc.
   - At school: teacher asking a student to perform a specific task or asking for information.
   - Function: expressing opinions.
   - Teacher asking for students feelings about:
     a. Family planning.
     b. War in El Salvador.
     c. Women in the army.
2. The open-ended scenario allows for the facilitation of L1 or L2. It allows the teacher opportunity to observe and record topics/roles of interest in their respective communities. The Strategic-Interaction Method allows for a meaningful and exciting curriculum generated by the teacher/students.
3. Situation: behavior/conduct, grading/reporting, embarrasing situations, feelings about self/tasks
4. Giving/requesting information, reporting events, expressing opinions.

ACTIVITY III/WORKSHOP III

TOOLS

I. Refer to "Tasks for Activity III"

A. Refer to Task 1 of Analysis.

1. Use transparencies E, F on formal analysis.

2. Use transparencies E, L on error analysis.

3. Use "Script" of fourth graders or one of your own.

B. Refer to Task 2 of Analysis.

1. Refer to list on Functions of Language in Part II of this Packet.

C. Refer to Task 3 of Analysis.

1. Refer to transparencies I and J on roles and DiPietro section.

2. Suggested reading: "Discourse and Real-Life Roles in the ESL Classroom" by Robert J. DiPietro in TESOL Quarterly, March, 1981.

TASKS FOR ACTIVITY III

CONVERSATIONAL ANALYSIS

THE STRATEGIC-INTERACTION METHOD VIEWS CONVERSATIONS AS HAVING THREE BASIC DIMENSIONS: FORMAL, INTERACTIONAL, AND TRANSACTIONAL.

TASK1. Formal Analysis

1. REVIEW THE SCRIPT (P. 86, TEACHER EDITION; P. 82, STUDENT EDITION) OF A SAMPLE CONVERSATION BETWEEN A SMALL GROUP OF BILINGUAL FOURTH GRADERS.

2. YOU MAY USE THIS SCRIPT OR SUBSTITUTE ONE WHICH YOUR GROUP HAS DEVELOPED, OR BETTER YET, BRING ONE FROM AN ACTUAL SECOND-LANGUAGE CLASSROOM SITUATION WITH WHICH YOU ARE FAMILIAR.

3. CIRCLE OR MARK ALL THE ERRORS THAT YOU MAY OBSERVE. FIND ONE GLOBAL ERROR WHICH HINDERS COMMUNICATION. FIND AN ERROR THAT YOU WOULD IMMEDIATELY ADDRESS AS A LANGUAGE TEACHER. FIND ONE LOCAL ERROR THAT DOES NOT REALLY HINDER THE FLOW OF COMMUNICATION. (REFER TO ERROR ANALYSIS INVENTORY FORM).

Examples:

NA - A, WE DON'T, WE JUST COUNT ON THE SNAILS.
(WRONG SENTENCE CONNECTOR)

(IF) NOT TAKE THIS BUS, WE LATE FOR SCHOOL.
(MISSING SENTENCE CONNECTOR)

E.G., THE NEXT HIM ONE GONE. (WRONG WORD ORDER)
THE HOUSE HE GO. (WRONG WORD ORDER)

E.G., THE WOMENS ARE WEARING A HAT. (OVERGENERALIZATION)

E.G., DEN THE LITTLE BOY GOT SICK. (LOCAL; PHONOLOGICAL ERROR)

L

TASK 2. Transactional: OR STRATEGIES USED BY SPEAKERS.

DIRECTIONS: SELECT A FEW SAMPLES OF DIFFERENT FUNCTIONS (USES) SHOWN IN THE SAMPLE CONVERSATION. PLEASE IDENTIFY THREE DIFFERENT USES.

TASK 3. Interactional: DIFFERENT ROLES PLAYED BY PARTICIPANTS IN A GIVEN CONVERSATION. ROLE CONSIDERATIONS INCLUDE SEX, AGE, AND CULTURE.

DIRECTIONS: REVIEW THE SAMPLE SCRIPT AND IDENTIFY THE ROLES PLAYED BY PARTICIPANTS IN THE CONVERSATION.

E.G., STUDENT ACTING AS AN INFORMATION GIVER OR TEACHER.

(REFER TO ARTICLE BY R. DIPIETRO)

Type of role	Protocols

M

TASK 4. DIRECTIONS: BASED ON THE STUDENT NEEDS IDENTIFIED IN CONVERSATIONAL ANALYSIS TASK, DO THE FOLLOWING:

1. CONSTRUCT A SCENARIO BASED ON THE IDENTIFIED STUDENT NEED(S). REMEMBER THAT THE SCENARIO MAY FACILITATE THE FORMAL, TRANSACTIONAL, AND INTERACTIONAL DIMENSIONS OF CONVERSATION.

   OFF-STAGE: (PLANNING)
   A) DISCUSS AND AGREE ON THE SPECIFIC TOPIC TO BE ADDRESSED IN THE SCENARIO.
   B) IDENTIFY THE ACTORS.
   C) WRITE THE DIALOGUE (PREPARE TO TURN IN.) WRITE AT LEAST TEN LINES.
   D) ON-STAGE: (PERFORMANCE) ACT OUT PLANNED SCENARIO.

2. PREPARE TO REPORT TO GROUP.
   A) STUDENT NEED(S).
   B) SUGGESTED PRESCRIPTION FOR ADDRESSING NEED.

N

87

SCRIPT

TASK I

Teacher: Choco Leandro Students: Fourth grade bilingual

Content: Math Lesson - Students are working on a number line exercise.

Girl - Dora, on page eleven tienes que sacar tu own ruler?

Girl - Na-a, nomás usas esa que ta en ay en el paper.

Girl - Okeedokie.

Girl - ¿Acuál?

Girl - Esta.

Girl - Se va a oír en ay todo lo que tas dijiendo.

Girl - Bueno, answer the questions using the . . .

Girl - Mary esa no, es esta first mira.

Girl - No I can do it.

Girl - ¿Qués es esta work Richard?

Girl - I'm gonna do No. 10 first.

Girl - Use this aid to help and do this first thing.

Girl - En nineteen necesitamos una ruler.

Girl - Na-a we don't, we just count on the snails.

Girl - And the other page?

Girl - And the other page aha!

Girl - Simon

Girl - On the other page you just um, use this ruler, you don't have to take out your own ruler.

Girl - We don't have to copy the answers, I mean we don't have to copy these answers.

Girl - Ah, na-a you don't, you just copy the answer.

Boy - One, two, three, four, five, six.

Girl - And right here we have to use the ruler too?

Girl - For what?

Girl - Oh dear, you use this ruler to all of these.

Boy - ¿Qué hicimos Sylvia?

Girl - Yo no sé!

Girl - Yo ya acabé.

Girl - You're suppose to talk in English!

Boy - Oh! na-a, no tienes, no tienes que speak in Spanish.

Girl - Mrs. Anderson, I hate him.

Boy - Superfragelistic.

Boy - ¿Cómo le hacemos oye este?

Girl - Yo no sé 'pa que me dices a mi.

Girl - Because. . . ahh

Girl - Wait a minute that's not it.

Girl - ¿Acuál?

Girl - This one.

Girl - Ey Sonia vente pa ca pa poder enseñarles aquellos.

Girl - But I still have to do this page, this one, and this one.

Girl -¿Qué más vas a hacer?

Girl - No me la vas a hacer tú.

Girl - Letty ¿cómo hacemos este?

Girl - Mikie ¿crees que ta funny?

Girl - What do we have to do next week?

Girl - Ugh you smell ugly.

Firl - Sabes lo que hice ayer. Mikie se lo puso en la mera boca y luego le hici así.

Girl - Ugh you smell awful.

Boy - Pa atrás.

Girl - Me lo lees Richard.

Boy - Eso ta hard.

Girl - Could you read this for me?

Girl - One from 5 to 13. How many squeegles. . .

Girl - De acá María.

Girl - ¿Onde?

Girl - One squeegle from 5 to 13 how many . . . son 10 en la first one verda Richard?

Girl - Um, es acá María.

Girl - Es acá.

Girl - Yo sé, yo sé.

Girl - Ay, you smell awful.

Boy - Ah tú ¿pa que hablas?

Girl - Irma do we have to use the ruler overhere? Irma do we use the ruler?

Girl - En todo tienes que usar la ruler.

Girl - Everywhere?

Boy - ¿Qué es esa word?

Boy - Mira, mira.

Girl - Leticia, Leticia, Leticia.

Girl - ¿Qué?

Girl - This one, and this one.

Boy - Orale hombre.

Boy - Cálmala.

Boy - We have to do it?

Boy - Ese ni tiene

Girl - ¿Esta?

Girl - Cállate Leticia.

Boy - Es number twenty-three.

Girl - Esta y esta.

Boy - Nine sixty-three.

Girl - Ni esa es aquí es acá.

Girl - Seven sixty . . .

Girl - A mí no me digas.

Girl - Apenas voy aquí.

Boy - Ujule.

Girl - What are you asking for.

Girl - ¿Qué?

Girl - Na-a es el otro.

Girl - Leticia, I don't know, I can't I'm figuring out, I'll figure it, I can't figure it out.

Girl - Ese no, ese no Mary.

Girl - Aha!

Girl - Oh no I'm going overhere look in three.

Girl - Na-a Mary that's wrong.

Girl - I don't care.

ACTIVITY IV/WORKSHOP IV

OBJECTIVES

Participants will develop "take-home" materials for use in their classroom.

- Conduct an informal inventory of the different roles needed to function in specific settings in respective communities.
- Identify as many situations as possible for each complementary/noncomplementary rule identified.
- Develop open-ended scenarios per roles selected.

SYLLABUS/AGENDA

Open-ended scenario

A. Investigation/Identification of roles by domain.

B. Identification of situations per role listed.

C. Development of open-ended scenario per role identified.

D. Discuss overall implication of data collected for the bilingual classrooms.

ACTIVITY IV/WORKSHOP IV

PRE/POSTTEST

1. List as many roles as you can for each of the domain listed.
2. Discuss how open-ended scenarios can be integrated into a daily ESL curriculum.
3. The interactional dimension of the Strategic-Interaction Method refers to what aspects of linguistic competence?
4. What two factors affect the interactional dimensions?

ACTIVITY IV/WORKSHOP IV

ANSWERS TO PRE/POSTTEST

1. Refer to Posters on Nurturing Communicative Competence.

2. Open-ended scenarios can easily be integrated into a regular ESL curriculum by allowing students a certain period of time to apply linguistic artifacts to a real-life situation and then dramatizing it.

3. The most complex of the dimensions refers to the scripting effect on conversational language. It refers to a speaker's ability to interpret and respond to specialized interactional styles.

4. a) Time limitations long/short timed.
   b) Overlapping of roles.

ACTIVITY IV/WORKSHOP IV

TOOLS

Identification of Roles:

A. Use "Posters from Nurturing Communicative Competence."

B. Use "Domains" handout.

C. Collect all scenarios developed by groups; have them typed and sent to total group.

Posters from
"NURTURING COMMUNICATIVE COMPETENCE"
April 4, 1981

SAMPLE "ROLES" & OPEN-ENDED
SITUATION FOR DEVELOPING SCENARIOS

DOMAIN			
Family	School	Neighborhood	Other Institutes (Correctional Facilities)
Dad - Mom Sis - Brother Dad - Brother Dad - Son Dad - Daughter Mom - Dad Mom - Brother Mom - Sister Mom - Baby Brother - Brother Brother - Sister Grandparent - Mom Grandparent - Dad Grandparent - Grand.	Peer - Peer Teacher - Student Teacher - Principal Teacher - Secretary Student - Librarian Student - Custodian Student - Coach Student - Music Teacher Student - Cafeteria Lady	Brother - Brother Neighbor - Child Neighbor - Parent neighbor - Police Parent - Truant Officer Parent - Helping Hand Parent - Gardener Child - Clerk Child - Mailperson Vendor - Parent Stranger - Child Repairman - Child Repairman - Parent Child - Police Child - Fireman Child - Politician Child - Storekeeper Child - Baker Child - Tortilla Maker Child - Ice Cream Man	Student - Parole Officer Student - Teacher Student - Administration Student - Case Worker Student - Group Leader Student - Student Teacher - Group Leader Competitor - Competitor Chaplain - Psychologist Foe - Friend Student - Parent
Inviting Requesting	Argument - Misuse of a budget Complaint - Health		Request - Dress Code Cheating Harrassment

DOMAINS

FAMILY	SCHOOL	NEIGHBORHOOD	OTHER INSTITUTIONS

Posttest

1. What have been the limitations of past methodologies? (Discuss at least three.)

2. What is the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP)?

3. How do Krashen's hypotheses relate to these models in terms of comprehensive input, monitor, and affective filter?

4. How are these models representative of Canale & Swain's framework?

5. How are the theories of innateness and universals central to these models?

6. Why is it necessary to have students in an L2 situation do reading and writing activities as well as oral ones?

7. Why is <u>interaction</u> basic to the oral aspect of these models?

8. How would you teach strategic competence?

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